Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Andrew P. Miller
   Political Science
   (570) 408-4476, andrew.miller1@wilkes.edu
2. Proposal Title: Revision to International Studies Major and Minor

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   - [ ] New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - [ ] Other (Specify)

Indicate the number of course modification forms that apply to this proposal:

3 Course Addition Form (Attach Syllabi; refer to Faculty Handbook for requirements)
0 Course Deletion Form
1 Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

This proposal serves as a revision to the current International Studies major. This revision is necessary as an update to student options. In addition, this proposal complements a proposal from the Division of Global Cultures, which necessitated revisions to the IST curriculum to better differentiate between the two programs. To further differentiate between the two programs, International Studies will become International Relations.

5. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

Other programs will be affected to the extent that IST majors and minors enrolled in courses from those programs, however most of the courses that routinely enrolled international studies students remain in the program. No additional resources are needed for this revision and other programs will be minimally affected, if at all.

6. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

International Relations Major- Required Courses and Recommended Course Sequence

International Relations

| Total minimum number of credits required for a major in International Relations leading to the B.A. degree — 120 |
| Total minimum number of credits required for a minor in International Relations — 18 |

The interdisciplinary major in International Relations (I.R.) provides an excellent liberal arts preparation for a variety of careers and professions. The major is structured to permit concentration in fields leading to specific careers in business, government, international organizations, the military, or any technical or arts field. It is also structured to permit a period of study abroad with easy transfer of credits to the major.

International Relations Major

The total number of hours required for graduation with an International Relations major is 120, of which 48 are within the major. For the International Relations major, the following courses are required: Economics (EC) 101 or 102; Political Science (PS) 141, 151, 242, 261, 265, 341; Anthropology (ANT) 102; International Relations 380; and Foreign Language (FL) at the 203-204 level of competency or equivalent.

Students are also required to take 15 elective hours, 9 of which are at the 300 level, from Political Science, History or Languages.

International Relations Major: Content Areas and Major Electives:

| Content Area I: Political Science | Credits |

Revised 4/17/2018
### Content Area II: History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 328</td>
<td>History of the Foreign Policy of the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>HST 341-342</td>
<td>History of Great Britain</td>
<td>3</td>
</tr>
<tr>
<td>HST 342</td>
<td>The British Empire and Commonwealth</td>
<td>3</td>
</tr>
<tr>
<td>HST 345</td>
<td>History of Northeastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>HST 346</td>
<td>History of the Balkans</td>
<td>3</td>
</tr>
<tr>
<td>HST 348</td>
<td>History of Russia</td>
<td>3</td>
</tr>
<tr>
<td>HST 356</td>
<td>Europe, 1900–1960</td>
<td>3</td>
</tr>
<tr>
<td>HST 357</td>
<td>The World Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>HST 376</td>
<td>World War II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Content Area III: Languages

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP 205</td>
<td>Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SP 206</td>
<td>Advanced Grammar, Stylistics, &amp; Composition</td>
<td>3</td>
</tr>
<tr>
<td>SP 208</td>
<td>Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SP 209</td>
<td>Latin American Culture &amp; Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SP 210</td>
<td>Spanish for Business</td>
<td>3</td>
</tr>
<tr>
<td>SP 211</td>
<td>Conversational Spanish for Health &amp; Social Services</td>
<td>3</td>
</tr>
<tr>
<td>SP 212</td>
<td>Non-Literary Translation</td>
<td>3</td>
</tr>
<tr>
<td>SP 220</td>
<td>Spanish Listening &amp; Comprehension</td>
<td>3</td>
</tr>
<tr>
<td>SP 301</td>
<td>Introduction to Latin American Culture</td>
<td>3</td>
</tr>
<tr>
<td>SP 307</td>
<td>Survey of Spanish Literature I</td>
<td>3</td>
</tr>
<tr>
<td>SP 308</td>
<td>Survey of Spanish Literature II</td>
<td>3</td>
</tr>
</tbody>
</table>

### International Relations Major- Required Courses and Recommended Course Sequence

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 101 Composition or Distribution Requirement</td>
<td>4</td>
</tr>
<tr>
<td>CS 115 Computers and Applications</td>
<td>3</td>
</tr>
<tr>
<td>FYF 101 First-Year Foundations</td>
<td>3</td>
</tr>
<tr>
<td>PS 151 Introduction to Comparative Politics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 15-16

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 101 Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>EC 101 or EC 102 Principles of Economics I or II</td>
<td>3</td>
</tr>
</tbody>
</table>

Revised 4/17/2018
ENG 101 Composition or
4

HST 101 Historical Foundations of the Mod. World
3

PS 141 Introduction to International Relations
3

Total Credits
15-16

Third Semester

ANT 102 Cultural Anthropology
3

PS 261 Research Methods in Political Science
3

Distribution Requirement
6

Foreign Language*
3

Total Credits
15

Fourth Semester

Content Hours
3

PS 265 Quantitative Reasoning in the Social Sciences
3

Distribution Requirement
3

ENG 120 Intro. to Literature and Culture
3

Foreign Language*
3

Total Credits
15

Fifth Semester

Study Abroad or Free Electives**
15

Total Credits
15

Sixth Semester

Study Abroad or Free Electives**
15

Total Credits
15

Seventh Semester

Content Hours
9

MTH 101 Solving Problems Using Mathematics
3

Distribution Requirement
3

Total Credits
15

Eighth Semester

Content Hours
3

Distribution
5

Free Electives
3

IS 380 Senior Capstone
3

Total Credits
14

*These courses are required for all International Relations Majors.

**Students may elect to spend their junior year on campus. Courses will be selected in consultation with the International Relations Coordinator.

International Relations Minor

A minor in International Relations consists of 18 hours, including ANT 102, PS 141, PS 151, which all students must complete. In addition, the International Relations minor must complete 9 hours from the courses listed below from at least two different Content Areas.

Content Area I: Political Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 251</td>
<td>3</td>
</tr>
<tr>
<td>PS 252</td>
<td>3</td>
</tr>
<tr>
<td>PS 255</td>
<td>3</td>
</tr>
</tbody>
</table>

Revised 4/17/2018
Content Area II: History

HST 328  History of the Foreign Policy of the U.S.  3
HST 341-342  History of Great Britain  3
HST 342  The British Empire and Commonwealth  3
HST 345  History of Northeastern Europe  3
HST 346  History of the Balkans  3
HST 348  History of Russia  3
HST 356  Europe, 1900–1960  3
HST 357  The World Since 1945  3
HST 376  World War II  3

Content Area III: Languages

SP 101  Elementary Spanish  3
SP 102  Elementary Spanish  3
SP 203  Intermediate Spanish  3
SP 204  Intermediate Spanish  3
SP 205  Conversation  3
SP 206  Advanced Grammar, Stylistics, & Composition  3
SP 208  Culture and Civilization  3
SP 209  Latin American Culture & Civilization  3
SP 210  Spanish for Business  3
SP 211  Conversational Spanish for Health & Social Services  3
SP 212  Non-Literary Translation  3
SP 220  Spanish Listening & Comprehension  3
SP 301  Introduction to Latin American Culture  3
SP 307  Survey of Spanish Literature I  3
SP 308  Survey of Spanish Literature II  3

7. New Program Assessments: (For new programs ONLY)

All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx.

a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

Insert Text Here...

b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how (assessment method) for each SLO.

Revised 4/17/2018
c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreder that must be followed when developing the program’s assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.

8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

Kyle Kreider, Chair Social and Behavioral Sciences

Diane Wenger, Chair, Global Cultures

Mischelle Anthony, Chair, English

Mark Stine, Chair, Communication Studies

Sid Halpern, Chair, Earth and Environmental Science

Ruth Hughes, Chair, Sidhu School

Paul Riggs, Dean, Arts, Humanities and Social Sciences

Revised 4/17/2018
PRAHLAD MURTHY, Interim Dean

Print Name/Title
Prahlad Murthy, Dean, College of Science and Engineering

Signature
Date
4/4/19

ABEL ADEKOLA

Print Name/Title
Abel Adekola, Dean, Sidhu School of Business

Signature
Date
4/4/19

SUSAN HIRTZAK

Print Name
Susan Hritzak, Registrar

Signature
Date
4/4/19

ANNE A. SKLEDER

Print Name
Anne Skleder, Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Signature
Date
4/4/19

Provost should check here if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.

Signature
Date

Signature indicates that the proposal has been reviewed and approved by APC.

Revised 4/17/2018
1. Course Title:  

   **Model United Nations**

2. Course Number:  

   PS 341

   *Coordinate with Registrar to insure course number is available*

3. Course Credits:  

   _3_

   Classroom Hours _3_  
   Lab Hours __________  
   Other ________

4. Course Pre-requisites: PS 141

5. Course Co-requisites:

6. Effective Date of Addition (semester/year) Fall 2019

7. Course Description (as proposed for the Bulletin):

   This course is a comprehensive examination of the role of the United Nations in the world culminating in the Model UN conference in New York. The course will prepare students to participate in the conference by teaching the structures and functions of the United Nations as well as the history and viewpoints of the assigned country. Students are expected to attend the conference in New York.

8. Required Documentation:

   *Proposed Syllabus*  
   *Attach* proposed syllabi immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives,

Revised 4/17/2018
Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

Model United Nations

PS 398
Wilkes University
Office Phone: (570) 408-4476
Spring 2019

Andrew P. Miller
Office: Breiseth 318
E-mail: andrew.miller1@wilkes.edu
Office Hours MF 11-1, TR 11-1

Introduction

This course is a comprehensive examination of the role of the United Nations in the world culminating in the Model UN conference in New York. The course will prepare students to participate in the conference by teaching them the structures and functions of the UN as well as the history and viewpoints of the assigned country. Students are expected to read the assignments and come to class ready to share their insights with everyone. Due to the complexity of the readings, it may be necessary to read the assignment multiple times in order to “get it.” I would also encourage you to send me a quick e-mail if you have a question while reading. Additionally, I would encourage you read with a dictionary in case you encounter a word you are not familiar with. This class will be run in a discussion format so everyone will have a chance to share their ideas with the group.

Specific Course Objectives

By the end of the semester, all students will be able to:

- Understand the workings of the United Nations and its place in International Relations
- Summarize the viewpoint of the country we’re selected to represent.
- Work collaboratively with students from other universities at the Model UN conference in New York.
- Logically defend, in written and oral forms, his or her own informed position on critical issues and policies by grounding their arguments in theory and evidence, while respecting others’ differing viewpoints and opinions.
Course Assignments and Grading

**Position Paper 30%**
Each student will write a three-page single spaced position paper outlining the three issues from their selected committees from the perspective of Trinidad & Tobago. The paper will answer the following questions.

1. Why are these issues important? Why should we care?

2. What has the United Nations done about these issues in the past? Here briefly discuss the UN agencies that deals with the issues, whether there have been treaties, conventions, etc.

3. What has Trinidad & Tobago done regarding these issues?

4. How can the UN address these issues?

**History and Politics of Trinidad & Tobago 10% (1)**
Students will be assigned a topic from Trinidad and Tobago’s history, politics or culture and will write a 3-page summary and present what they learned to the class.

**Current Events Papers 20% (12)**
Current events papers consist of a short (1-2 pages) analysis of a newspaper article. The article must be turned in with the paper. The paper should consist of your own analysis of the issue from the article and not simply a summary.

**Essay 40%**
Students will write a 10-page paper outlining three ways in which the United Nations should be reformed.

**Grades**
Grades in this course will be based on the following scale:

4.0 93-100
3.5 87-92
3.0 80-86
2.5 76-79
2.0 70-75
1.5 66-69

Revised 4/17/2018
Paper Guidelines

- All papers must be submitted in hard copy form (no file attachments).
- ABSOLUTELY no late assignments will be accepted.
- Papers must be typed, single or double spaced, and in a reasonable font.

Class Policies

Class Attendance

The best plan is to come to class everyday, if however you miss due to illness, family issues, etc, you will need to provide documentation in order for the absence to be excused. Missing class on the day an assignment is due or we have an exam, will require a high level “excuse” complete with documentation. In general, excuses given a within 24 hours of the assignment’s due date or exam time, i.e. you call an hour before the final exam and tell me you are sick, will in most cases not be excused. Now that I have said that, excuses presented IN ADVANCE, are more likely to be looked upon favorably.

IF YOU DO NOT ATTEND THE MODEL UN CONFERENCE IN NEW YORK, YOU AUTOMATICALLY FAIL THE COURSE.

Plagiarism

Copying material from another source or using another’s ideas without appropriate acknowledgment is plagiarism. This and other forms of academic dishonesty will result in an automatic grade of F for the course and will be reported to the Dean of Students for further action. It is up to the student to understand what constitutes academic dishonesty. Ignorance of the rules is NOT an acceptable excuse. Please see the Political Science Handbook and/or page 57 of the Wilkes Student Handbook for the university’s definition of plagiarism which will be adopted for this class.

Cheating

Revised 4/17/2018
Cheating on an exam is using any material while taking an exam that does not come from your own head. All materials, books, notes, papers, cell phones, pagers, etc, must be under your seat for the duration of the exam. Anyone caught cheating will be given an F for the course and reported.

REQUIRED TEXTBOOK


Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading Assignment</th>
<th>Written Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 14 January</td>
<td>Intro to course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 16 January</td>
<td>What will the conference be like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 18 January</td>
<td>Committee Selection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 21 January</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 23 January</td>
<td>History Presentations x 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F 25 January</td>
<td>History Presentations x 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 28 January</td>
<td>History Presentations x 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W 30 January</td>
<td>History Presentations x 4</td>
<td></td>
<td></td>
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</table>

Revised 4/17/2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 1 February</td>
<td>Group work on Position Papers</td>
<td></td>
</tr>
<tr>
<td>M 4 February</td>
<td>Group work on Position Papers</td>
<td></td>
</tr>
<tr>
<td>W 6 February</td>
<td>Group work on Position Papers</td>
<td></td>
</tr>
<tr>
<td>F 8 February</td>
<td></td>
<td>Current Events T&amp;T</td>
</tr>
<tr>
<td>M 11 February</td>
<td>Group work on Position Papers</td>
<td></td>
</tr>
<tr>
<td>W 13 February</td>
<td>Group work on Position Papers</td>
<td></td>
</tr>
<tr>
<td>F 15 February</td>
<td></td>
<td>Current Events T&amp;T</td>
</tr>
<tr>
<td>M 18 February</td>
<td>Discussion of Position Papers</td>
<td></td>
</tr>
<tr>
<td>W 20 February</td>
<td>Position Paper Presentations</td>
<td></td>
</tr>
<tr>
<td>F 22 February</td>
<td>Position Paper Presentations</td>
<td>Current Events T&amp;T</td>
</tr>
<tr>
<td>M 25 February</td>
<td>Position Paper Presentations</td>
<td></td>
</tr>
<tr>
<td>W 27 February</td>
<td>History of IOs</td>
<td>Position Paper Due</td>
</tr>
<tr>
<td>F 1 March</td>
<td></td>
<td>Current Events UN</td>
</tr>
<tr>
<td>M 4-8 March</td>
<td>No Class Spring Break</td>
<td></td>
</tr>
<tr>
<td>M 11 March</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>W 13 March</td>
<td>Theory and the UN</td>
<td>Mingst 1</td>
</tr>
<tr>
<td>F 15 March</td>
<td></td>
<td>Current Events UN</td>
</tr>
<tr>
<td>M 18 March</td>
<td>UN System</td>
<td>Mingst 2</td>
</tr>
<tr>
<td>W 20 March</td>
<td>UN Actors</td>
<td>Mingst 3</td>
</tr>
</tbody>
</table>

Revised 4/17/2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 22 March</td>
<td>Peace and Security</td>
<td>Mingst 4</td>
</tr>
<tr>
<td>M 25 March</td>
<td>Economic Development</td>
<td>Mingst 5</td>
</tr>
<tr>
<td>W 27 March</td>
<td>Human Rights</td>
<td>Mingst 6</td>
</tr>
<tr>
<td>F 29 March</td>
<td>Human Security</td>
<td>Mingst 7</td>
</tr>
<tr>
<td>M 1 April</td>
<td>Future of the UN</td>
<td>Mingst 8</td>
</tr>
<tr>
<td>W 3 April</td>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>F 5 April</td>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>M 8 April</td>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>W 10 April</td>
<td>Rules Discussion</td>
<td></td>
</tr>
<tr>
<td>F 12 April</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>M 15 April</td>
<td>MUN Conference</td>
<td></td>
</tr>
<tr>
<td>W 17 April</td>
<td>MUN Conference</td>
<td></td>
</tr>
<tr>
<td>F 19 April</td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>M 22 April</td>
<td>Conference Wrap Up</td>
<td></td>
</tr>
<tr>
<td>W 24 April</td>
<td>Paper Meetings</td>
<td></td>
</tr>
<tr>
<td>F 26 April</td>
<td>Paper Meetings</td>
<td></td>
</tr>
<tr>
<td>M 29 April</td>
<td>Paper Due</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

Revised 4/17/2018
9. Course Title: Political Economy of Coffee

10. Course Number: PS 255
   Coordinate with Registrar to insure course number is available

11. Course Credits: ___3___
    Classroom Hours ___3___ Lab Hours ______ Other ______

12. Course Pre-requisites:

13. Course Co-requisites:

14. Effective Date of Addition (semester/year) Fall 2019

15. Course Description (as proposed for the Bulletin):

   This class will examine the Political Economic aspects of the production of coffee, principally in
   Central America. We will begin with an examination of the current state of coffee production in the
   world. From there we will look at the historic role of coffee in Central America and how it has
   affected the politics, history, and people of the region.

16. Required Documentation:

   Proposed Syllabus  Attach proposed syllabi immediately after this document. In some
   situations the official syllabus may contain information which is beyond the review needs of
   the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an
   abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the
   following information: Course Title, Course Number, Credit hours, Faculty Information
   (name contact information, office hours), Course Description, Course Outcomes or Objectives,
   Assessment (grading) informations, required texts (or other things such as tools, software, etc),
   pertinent policies and a proposed schedule of topics.

Revised 4/17/2018
Political Economy of Coffee

Andrew P. Miller
Office: Breiseth 318
E-mail: andrew.miller1@wilkes.edu
Office Hours MWF 11-12
T 1:30-3:30

INTRODUCTION
This class will examine the Political Economic aspects of the production of coffee, principally in Central America. We will begin with an examination of the current state of coffee production in the world. From there we will look at the historic role of coffee in Central America and how it has affected the politics, history, and people of the region. For many of you this will be the first time you have systematically studied this subject. As such, it is important that you carefully do the reading and come to class with any questions you might have.

SPECIFIC COURSE OBJECTIVES

By the end of the semester, all students will be able to:

- Explain the current state of the world coffee industry.
- Discuss the positive and negative aspects of the Fair Trade movement.
- Discuss the way in which coffee has affected the history, politics, and economics of Central America.
- Understand the history and politics of Central America.
- Logically defend, in written and oral forms, his or her own informed position on critical issues and policies by grounding their arguments in theory and evidence, while respecting others’ differing viewpoints and opinions.

COURSE ASSIGNMENTS

Take Home Exams (2) 40%
Students will answer 1-2 questions in approximately 3-4 pages in a take home exam format.

Current Events Papers (5) 30%
Current events papers consist of a short (1-2 pages) analysis of a newspaper article. The article must be turned in with the paper. Students need to select a topic in that pertains to coffee or Central America broadly, however it does not have to pertain to the exact topic we are discussing at the time. Students will need to be prepared to discuss their article in class. You will do 6 of these throughout the semester on the dates noted on the schedule, these will only be accepted on the day they are due.

Revised 4/17/2018
Research Project 30%
This assignment will allow students to research an aspect of the course in more detail by producing a 10 page research paper. This paper will need to have an explicit and concise research question and thesis. In addition, this research project will have the following components, due separately: 1-2 page research proposal stating your research question and thesis. (10%), rough draft of 5-6 pages (25%), final draft of 10 pages.

Grades
Grades in this course will be based on the following scale:

4.0 93-100
3.5 87-92
3.0 80-86
2.5 76-79
2.0 70-75
1.5 66-69
1.0 60-65
0 Below 60

General Paper Guidelines

- All papers must be submitted in hard copy form (no file attachments).
- Late papers are assessed a one letter grade penalty (-10) for each day the paper is late starting one minute after the time it's due. Except for Current Events papers which are only accepted during class time.
- Papers must be typed, double spaced, page numbered and have a title page. They must also be in a Times Roman 12 with one inch margins.
- For each page under the assigned page number there will be a one letter grade penalty (-10) for that part of the assignment.
Class Policies

Class Attendance

The best plan is to come to class everyday. If however you miss due to illness, family issues, etc, you will need to provide documentation in order for the absence to be excused. Missing class on the day an assignment is due or we have an exam, will require a high level “excuse” complete with documentation. In general, excuses given a within 24 hours of the assignment’s due date or exam time, i.e. you call an hour before the final exam and tell me you are sick, will in most cases not be excused. Now that I have said that, excuses presented IN ADVANCE, are more likely to be looked upon favorably.

Plagiarism

Copying material from another source or using another’s ideas without appropriate acknowledgment is plagiarism. This and other forms of academic dishonesty will result in an automatic grade of F for the course and will be reported to the Dean of Students for further action. It is up to the student to understand what constitutes academic dishonesty. Ignorance of the rules is NOT an acceptable excuse. Please see the Political Science Handbook and/or page 57 of the Wilkes Student Handbook for the university’s definition of plagiarism which will be adopted for this class.

Cheating

Cheating on an exam is using material while taking an exam that does not come from your own head. All materials, books, notes, papers, cell phones, pagers, etc, must be under your seat for the duration of the exam. Anyone caught cheating will be given an F for the course and reported

REQUIRED TEXTBOOK


Other readings will be posted to D2L

Revised 4/17/2018
# Reading Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading Assignment</th>
<th>Writing Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>W January 17</td>
<td>Course Intro</td>
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<tr>
<td>F January 19</td>
<td>Coffee Culture</td>
<td>Tucker Ch 1-6</td>
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<td>M January 22</td>
<td>Caffeine and the Brain</td>
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<td>W January 24</td>
<td>Controversies</td>
<td>Tucker Ch 7-10</td>
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<td>F January 26</td>
<td>Coffee Production</td>
<td>Tucker Ch 11-12,</td>
<td>Current Event 1</td>
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<td>M January 29</td>
<td>Coffee Production</td>
<td>Tucker Ch 13-14</td>
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<tr>
<td>W January 31</td>
<td>Coffee Markets</td>
<td>Tucker Ch 15-16</td>
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</tr>
<tr>
<td>F February 2</td>
<td>Fair Trade</td>
<td>Tucker Ch 17</td>
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<tr>
<td>M February 5</td>
<td>The effect of coffee farming on birds</td>
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<tr>
<td>W February 7</td>
<td>Fair Trade</td>
<td>Tucker Ch 18-19</td>
<td>Take Home 1 Handed Out</td>
</tr>
<tr>
<td>F February 9</td>
<td>History of Latin America</td>
<td>Skidmore &amp; Smith 13-41</td>
<td></td>
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<tr>
<td>M February 12</td>
<td>History II</td>
<td>Skidmore &amp; Smith 13-41</td>
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<table>
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<tr>
<th>Date</th>
<th>Class</th>
<th>Textbook</th>
<th>Notes</th>
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<tr>
<td>W February 14</td>
<td>History III</td>
<td>Skidmore &amp; Smith 13-41</td>
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<tr>
<td>F February 16</td>
<td>Political Economy of Latin America</td>
<td>Skidmore &amp; Smith 42-68</td>
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<tr>
<td>M February 19</td>
<td>PE II</td>
<td>Skidmore &amp; Smith 42-68</td>
<td>Current Event 2</td>
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<td>W February 21</td>
<td>PE III</td>
<td>Skidmore &amp; Smith 42-68</td>
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<td>F February 23</td>
<td>PE IV</td>
<td>Skidmore &amp; Smith 42-68</td>
<td>Research Proposal Due</td>
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<tr>
<td>M February 26</td>
<td>History of El Salvador</td>
<td>Skidmore &amp; Smith 356-395</td>
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<tr>
<td>W February 28</td>
<td>History of Nicaragua</td>
<td>Skidmore and Smith 356-395</td>
<td>Current Event 3</td>
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<tr>
<td>F March 2</td>
<td>History of Costa Rica</td>
<td>Miller</td>
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<tr>
<td>March 5-9</td>
<td>Spring Break</td>
<td>Miller</td>
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<td>M March 12</td>
<td>Discuss ASB</td>
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<tr>
<td>W March 14</td>
<td>History of Costa Rica II</td>
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<td>F March 16</td>
<td>Coffee Elite</td>
<td>Paige 13-52</td>
<td>Take Home 2 Handed out</td>
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<tr>
<td>M March 19</td>
<td>Social Class</td>
<td>Paige 53-95</td>
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<tr>
<td>W March 21</td>
<td>Revolutionary Socialism</td>
<td>Paige 99-126</td>
<td></td>
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<tr>
<td>F March 23</td>
<td>Revolutionary Socialism II</td>
<td>Paige 99-126</td>
<td>Take Home 2 Due</td>
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<td>M March 26</td>
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<td>W March 28</td>
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<td>F March 30</td>
<td>No Class</td>
<td></td>
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<tr>
<td>M April 2</td>
<td>Euro-Communism</td>
<td>Paige 127-152</td>
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<th>Date</th>
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<tr>
<td>W April 4</td>
<td>Euro-Communism II</td>
<td>127-152</td>
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<tr>
<td>F April 6</td>
<td>Revolutionary Nationalism</td>
<td>153-183</td>
<td></td>
</tr>
<tr>
<td>M April 9</td>
<td>Revolutionary Nationalism</td>
<td>153-183</td>
<td>Rough Draft Due</td>
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<tr>
<td>W April 11</td>
<td>El Salvador</td>
<td>187-218</td>
<td></td>
</tr>
<tr>
<td>F April 13</td>
<td>No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M April 16</td>
<td>Meet about Rough drafts</td>
<td></td>
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</tr>
<tr>
<td>W April 18</td>
<td>El Salvador</td>
<td>187-218</td>
<td></td>
</tr>
<tr>
<td>F April 20</td>
<td>Costa Rica</td>
<td>219-250</td>
<td>Current Event 4</td>
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<tr>
<td>M April 23</td>
<td>Neo-Liberalism in Costa Rica</td>
<td>251-271</td>
<td></td>
</tr>
<tr>
<td>W April 25</td>
<td>Nicaragua</td>
<td>272-312</td>
<td></td>
</tr>
<tr>
<td>F April 27</td>
<td>Democracy and Revolution</td>
<td>315-337</td>
<td>Current Event 5</td>
</tr>
<tr>
<td>M April 30</td>
<td>Liberalism to Neoliberalism</td>
<td>315-337</td>
<td></td>
</tr>
<tr>
<td>W May 2</td>
<td></td>
<td>338-361</td>
<td>Research Paper Due</td>
</tr>
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</table>

Revised 4/17/2018
17. Course Title: The Changing Face of Eastern Europe

18. Course Number: PS 252, HST 252

Coordinate with Registrar to insure course number is available

19. Course Credits: __3__

Classroom Hours __3__ Lab Hours ______ Other ______

20. Course Pre-requisites:

21. Course Co-requisites:

22. Effective Date of Addition (semester/year) Fall 2019

23. Course Description (as proposed for the Bulletin):

The course will explore theoretical and empirical problems related to the process of transition to democracy in Central and Eastern Europe. We will examine highly debated topics such as privatization, human rights, transitional justice, security dilemmas or institutional deadlock. In the first part of the semester, we will address some of the major problems of transitional democracies. In the second part, we will focus on case studies and examples of democratic and authoritarian regimes in Central and Eastern Europe.

Revised 4/17/2018
1. COURSE DESCRIPTION

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2. COURSE OBJECTIVES

At the completion of this course, the student should be able to:

1) Discuss the role of key political institutions during the period of transition from authoritarianism to democracy.
2) Explain the interaction between political culture and the formation of new political institutions.
3) Analyze highly debated topics such as privatization, human rights, transitional justice and security dilemmas.
4) Explain how the new party systems reflect the process of forming identities, organizations and strategies.

5) Develop a solid understanding of why democracy faces serious challenges in some parts of Central and Eastern Europe.

3. Students are expected to:

- conduct themselves with integrity, honesty and trustworthiness. This means that students agree not to cheat (submitting someone else’s work as your own) or plagiarize (intentionally or unintentionally using someone else's words or thoughts without giving proper credit).
- attend all classes. I will formally take attendance to determine whether students are attending classes. After three unexcused absences your final grade will decrease by a minimum of 0.5 grade points.
- participate actively in all classes. It is required to be prepared for each class in advance, by reading the specific texts designated for each day.
- take notes in lecture and bring the required readings to class.
- keep cell phones silenced during class.
- arrive for class always on time.

Important! This class has a NO cell phone policy. All cell phones are to be put away out of view during class. No text messaging or web browsing are allowed during class. Failure to adhere to these classroom rules may result in your being dismissed from class and/or an academic penalty.
4. **Textbook**


5. **Additional Readings**

- Kieran Williams, Aleks Szczersiak, Brigid Fowler. Explaining Lustration in Eastern Europe: ’A Post-communist politics approach’ SEI Paper No 62

6. **Grading**

Your overall grade for the course will be based on several elements. They are designed to provide you with multiple performance assessment opportunities and to tap different kinds of skills.
The course evaluation elements are the following:

- Midterm (multiple choice questions, short essays): 35%
- Final Comprehensive Exam (multiple choice questions, short essays): 35%
- Oral presentation: 10%
- Active class participation (not to be confused with class attendance): 10%
- Reflection paper: 10%

### 7. CLASS SCHEDULE AND ASSIGNED READINGS

<table>
<thead>
<tr>
<th>Week 1: Introduction to Eastern European Politics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 17: Introduction. Eastern European Politics in Context</td>
</tr>
<tr>
<td>Thursday, January 19: The Changing Face of Eastern Europe</td>
</tr>
<tr>
<td>➢ Wolchik and Curry, Central &amp; East European Politics, Chapter 1, pages 3-40.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2: The Cold War (part 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 24: Who or What Caused the Cold War?</td>
</tr>
<tr>
<td>➢ Kegley, 108-115 (D2L website)</td>
</tr>
<tr>
<td>Thursday, January 26: Heating Up the Cold War</td>
</tr>
<tr>
<td>➢ Kegley, 108-115 (D2L website)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 3: The Cold War (part 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 31: From Dialogue to Discord</td>
</tr>
<tr>
<td>➢ Kegley, 116-126 (D2L website)</td>
</tr>
<tr>
<td>Thursday, February 2: Why did the Cold War End?</td>
</tr>
<tr>
<td>➢ Kegley, 116-126 (D2L website)</td>
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</tbody>
</table>

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<tr>
<th>Week 4: 1989</th>
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<tbody>
<tr>
<td>Tuesday, February 7: The Miracle Year</td>
</tr>
<tr>
<td>➢ Wolchik and Curry, Central &amp; East European Politics, Chapter 2, pages 43-65.</td>
</tr>
<tr>
<td>➢ Garton Ash, The Magic Lantern (D2L website)</td>
</tr>
<tr>
<td>Date</td>
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<tr>
<td>Thursday, February 9</td>
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<tr>
<td><strong>Week 5: Post-Communist Transitions: Domestic Dynamics</strong></td>
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<tr>
<td>Tuesday, February 14</td>
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<tr>
<td>Thursday, February 16</td>
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<tr>
<td><strong>Week 6: Post-Communist Transitions: Domestic and International Dynamics</strong></td>
</tr>
<tr>
<td>Tuesday, February 21</td>
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<tr>
<td>Thursday, February 23</td>
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<tr>
<td><strong>Week 7: Post-Communist Transitions: International Actors</strong></td>
</tr>
<tr>
<td>Tuesday, February 28</td>
</tr>
<tr>
<td>Thursday, March 2</td>
</tr>
</tbody>
</table>
### Week 9: Transitional Justice

**Tuesday, March 14:** Transitional Justice in Eastern Europe
- Wolchik and Curry, Central & East European Politics, Chapter 7, pages 169-187.
- Stan 1-13 (D2L website)

**Thursday, March 16:** The Lustration Laws
- Wolchik and Curry, Central & East European Politics, Chapter 7, pages 169-187.
- Los (D2L website)
- Williams, Szczepaniak, Fowler (D2L website)

### Week 10: Midterm and Case Studies

**Tuesday, March 21:** MIDTERM

**Thursday, March 23:** Poland
- Wolchik and Curry, Central & East European Politics, Chapter 10, pages 235-265

### Week 11: Case Studies

**Tuesday, March 28:** Hungary
- Wolchik and Curry, Central & East European Politics, Chapter 12, pages 293-317.

**Thursday, March 30:** The Czech Republic and Slovakia.
- Wolchik and Curry, Central & East European Politics, Chapter 11, pages 265-293

### Week 12: The Lives of Others

**Tuesday, April 4:**
- The Lives of Others (1st part)

**Thursday, April 6:**
- The Lives of Others (2nd part)

### Week 13: Case Studies

**Tuesday, April 11:** PAPER DUE IN CLASS

**Ukraine**
- Wolchik and Curry, Central & East European Politics, Chapter 18, pages 481-515.
### Week 14: Case Studies

**Tuesday, April 18: Romania**

**Tuesday, April 20: Romania**

### Week 15: Case Studies

**Tuesday, April 25: Bulgaria**
- Wolchik and Curry, *Central & East European Politics*, Chapter 14, pages 341-373.

**Thursday, April 27: The Baltic States**

### Week 16: Case Studies

**Tuesday, May 2: ex-Yugoslavia**
- Wolchik and Curry, *Central & East European Politics*, Chapter 17, pages 433-481.

### 8. WRITTEN ASSIGNMENT

One written assignment (a reflection paper) is required. It is due in hard copy and will be collected at the beginning of class. Late papers will be penalized 10 points for every day late.

- **Format:** five-page paper, 12pt Times New Roman font, 1” margins and double spacing.
- **Content:** based on the movie *The Lives of Others*, please address the requirements below.
Unjust political conditions and the restriction of personal freedom were the main characteristics of the repressive and totalitarian regime of the GDR. There were no democratic free elections, as the power did not emanate from the people, but instead bogus elections just served to demonstrate the power and dictatorship of the SED party. Democratic and constitutional principles such as the separation of powers, basic rights, the right of free opinion/freedom of speech and the freedom of assembly did not exist.

1. What happens to the human need for privacy and intimacy when espionage is a common instrument? How might people feel if they can’t be sure if they are ever in safe surroundings?

2. Which consequences of the totalitarian state can be seen in the film The Lives of Others?

3. Consider how totalitarian states demonstrate power and authority towards every single person. Describe the consequences of a lack of humanity and morals in totalitarian regimes. What happens to personal freedom and human rights?
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: IS 380
Course Title: International Studies Senior Project
Effective Date of Course Change (semester/year) Fall 2019

<table>
<thead>
<tr>
<th>Existing</th>
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<tr>
<td>International Studies Senior Project</td>
<td>International Relations Senior Project</td>
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<td><strong>Course Credit hours.</strong></td>
<td><strong>Course Credit hours.</strong></td>
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<td>(Indicate classroom, lab or “other” hours.)</td>
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<tr>
<td><strong>Course Prerequisites</strong></td>
<td><strong>Course Prerequisites</strong></td>
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<td>Senior Standing and</td>
<td>Senior Standing</td>
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<tr>
<td>permission of the instructor</td>
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</tr>
<tr>
<td>Course Description (as proposed for Bulletin)¹</td>
<td>Course Description (as proposed for Bulletin)¹</td>
</tr>
<tr>
<td>This course is the capstone experience for International Studies majors. Students will coordinate the writing of a capstone with a faculty member from an International Studies content area. Throughout the semester, the student will work closely with that faculty member to gather data and write a formal paper. The student will present the findings in a public forum to content-area faculty and students. Prerequisites: Senior standing, permission of the instructor.</td>
<td>This course is the capstone experience for International Relations majors. Students will coordinate the writing of a capstone with a faculty member from an International Studies content area. Throughout the semester, the student will work closely with that faculty member to gather data and write a formal paper. The student will present the findings in a public forum to content-area faculty and students. Prerequisite: Senior standing.</td>
</tr>
</tbody>
</table>

¹Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.